YEAR 10 and 11 CHILD DEVELOPMENT BIG PICTURE 2026-2027 STR

| ***Autumn 01***<br>***Weeks 1 – 7 (7 weeks)*** | ***Autumn 02***<br>***Weeks 9– 15 (7 weeks)*** | ***Spring 01***<br>***Weeks 18 - 23 (6weeks)*** |
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| **Content: COURSEWORK 1**<br>Unit R059: Understand the development of a child from one to five years<br><br>**Topic Area 1: Physical, intellectual and social developmental norms from one to five years**<br><br>□ Physical development<br>▪ Gross motor skills<br>▪ Fine motor skills<br>□ Intellectual development<br>▪ Language<br>▪ Reading and writing<br>▪ Communication<br>▪ Number skills<br>□ Social development<br>▪ Communicating with others<br>▪ Acceptable behaviour<br>▪ Sharing<br>▪ Independence/self-esteem | **Content: COURSEWORK 1**<br>Unit R059: Understand the development of a child from one to five years<br>**Topic Area 3: Observe the development of a child aged one to five years**<br><br>**3.1 Observation and recording**<br>□ Methods of observation<br>▪ Narrative<br>▪ Checklist<br>▪ Snapshot<br>▪ Time sample<br>▪ Participative<br>▪ Non-participative<br>□ Methods of recording<br>▪ Chart<br>▪ Written<br>▪ Child's work<br>▪ Photographs | **Content: EXAM**<br>Unit R057: Health and well-being for child development<br>**Topic Area 1: Pre-conception health and reproduction**<br><br>**1.1 Factors affecting pre-conception health for women and men.**<br>□ Weight<br>□ Smoking<br>□ Drinking alcohol<br>□ Taking recreational drugs<br>□ Parental age<br><br>**1.2 Other factors affecting the pre-conception health for women**<br>□ Folic acid<br>□ Up to date immunisations<br><br>Skills: analyse why preconception health matters to men and women and why keeping up to date on immunisations matter before having a baby.<br><br>**1.3 Types of contraception methods and their advantages and disadvantages** |

**Topic Area 2: Stages and types of play and how play benefits development**

### 2.1: Stages of play

- Solitary
- Parallel
- Associate
- Co-operative

### 2.2: Types of play:

- Manipulative play
- Co-operative play
- Imaginative play
- Physical play
- Creative play

### 2.3: How play benefits development

- Physical development
- Intellectual development
- Social skills
- Creative skills

Skills:
Scaffold knowledge and understanding regarding how children develop physically, intellectually and socially from 0-5 years old.
Understand how different types of play stimulates different skills from 0-5 years old.

**Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development**

### 4.1: Plan and evaluate play activities

- Plan play activities for a chosen area of development:
  - Chosen activity
  - Reason for choice
  - Aims
  - Developmental area
  - Timing
  - Safety considerations
  - Appropriate resources
  - How the activity will be introduced to th
- How to evaluate plans for play activities:
  - Using feedback from others
  - Using self-reflection
  - Were the aims met?
  - Successes, strengths and weaknesses
  - Changes or recommendations to improv

Skills:
Justify reason for carrying out the observation of a child aged 4-5 yrs old.
Evaluate different observations considering strengths and weaknesses.

- Barrier methods
  - Male condoms
  - Female condoms
  - Diaphragm or cap
- Hormonal methods
  - Contraceptive pills
    - Combined pill
    - Progesterone only pill (POP)
  - Contraceptive injection
  - Contraceptive implant
  - Intrauterine device
  - Intrauterine system
  - Emergency contraceptive pill
- Natural family planning
  - Temperature method
  - Cervical mucus method
  - Calendar method

Skills:
Evaluate the effectiveness of different types of contraception.

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| | Decide what method of recording is the best and why<br>Create a plan of your observation and consider safety/risks/resources you will need/timing/etc. | Coursework 1 Amendments following moderation |
| **Assessment objectives**<br><br>The expected development norms from one to five years for the following developmental areas<br><br>2.1 The stages of play<br>2.2 The types of play<br>2.3 How play benefits development | **Assessment objectives**<br><br>3.1 Observation and recording<br><br>4.1 Plan and evaluate play activities | **Assessment objectives:**<br>1. Factors affecting pre-conception health for women and men<br>2. Other factors affecting the pre-conception health for women<br>3. Types of contraception methods and their advantages and disadvantages |
| ***Spring 02***<br>***Weeks 25 – 30 (6 weeks)*** | ***Summer 01***<br>***Weeks 33 – 38 (6 weeks)*** | ***Summer 02***<br>***Weeks 40 – 46 (7 weeks)*** |
| **Content: EXAM**<br>Unit R057: Health and well-being for child development<br><br>**1.4 The structure and function of the reproductive systems** | June: Coursework 2 brief released.<br>**Content: COURSEWORK 2**<br>Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years.<br>**Topic Area 1: Creating a safe environment in a childcare setting** | ***This leaves June 2023 until terminal exam in 2024 for revision and practice for exam only.**<br><br>**EXAM**:<br>**Topic Area 4: Childhood illnesses and a child safe environment.**<br><br>**4.1 Recognise general signs and symptoms of illness in children.** |

**1.4.1 The structure and function of the female reproductive system**

- Ovaries
- Fallopian tubes
- Uterus/womb
- Cervix
- Vagina
- The menstrual cycle

**1.4.2 The structure and function of the male reproductive system**

- Testes
- Sperm duct/epididymis
- Urethra
- Penis
  - Vas deferens
  - Seminal vesicle

**1.4.2 The structure and function of the male reproductive system**

- Testes
- Sperm duct/epididymis
- Urethra
- Penis
  - Vas deferens
  - Seminal vesicle

Skills:
Understand how the male and female reproductive system works

**1.5 How reproduction takes place.**

**1.1 Plan to create a safe environment in a childcare setting.**

Reasons why accidents happen in a childcare setting:

- The environment
- Lack of supervision or untrained staff
- Safety equipment
- Untrained staff
- As part of a child's development

Types of childhood accidents:

- Choking and suffocation
- Burns
- Falls
- Electric shocks
- Drowning
- Poisoning
- Cuts and grazes
- Trapped fingers

Plan to prevent accidents in a childcare setting:

- Different areas in a childcare setting
- Appropriate equipment for the area
- Placement of equipment in the area
- Supervision/staffing requirements for the ar
- Safety considerations
- Reasons for plan choices

Skills: Students apply requirements to different ages and childcare settings.
Examples of why accidents happen may include: • The environment – uncovered

Key signs and symptoms and treatment of:

- Mumps
- Measles
- Meningitis
- Tonsillitis
- Chickenpox
- Common cold
- Gastroenteritis

Key signs and symptoms of when to seek emergency medical help to include:

- Breathing difficulties
- Unresponsive
- Limp
- High fever
- Seizures/fitting

Skills: Understand all actions to take in different situations including meeting the needs of an ill child under 4.2

**4.2 How to meet the needs of an ill child.**

Physical needs
Social needs
Emotional needs
Intellectual needs

Skills: Understand how each need can be met including appropriate actions for illnesses identified in 4.1

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| ☐ Ovulation<br>☐ Conception/fertilisation<br>☐ Implantation<br>☐ Development of the embryo and foetus:<br>▪ Amniotic fluid<br>▪ Umbilical cord<br>▪ Placenta<br>☐ Multiple pregnancies<br>▪ Identical<br>▪ Non identical/fraternal<br><br>**1.6 The signs and symptoms of pregnancy**<br>☐ Breast changes<br>☐ Missed period<br>☐ Nausea<br>☐ Passing urine frequently<br>☐ Tiredness<br><br>Skills: Understand what happens during reproduction and how multiple pregnancies can occur.<br><br>**Topic Area 2: Antenatal care and preparation for birth**<br><br>**2.1 The purpose and importance of antenatal clinics** | pond, spillages, sharp objects • Supervision – untrained staff or insufficient staffing of area • Safety equipment – not in use, not checked • As part of a child's development – as they start to become more curious and mobile.<br>Students then create a plan for an area of a childcare setting Examples of how to prevent accidents may include: • Staff training, supervision, having appropriate safety equipment, sensible placement of equipment, educating the children, completing risk assessments.<br><br>**Topic Area 2: Choosing suitable equipment for a childcare setting.**<br><br>**2.1 Essential equipment and factors for choice** | **4.3 How to ensure a child-friendly safe environment.**<br>What a hazard is<br>Recognise common hazards and how these can b prevented<br>▪ Within the home:<br>○ Kitchen<br>○ Toilets/bathroom<br>○ Stairs<br>○ Play areas/garden<br>▪ Roads<br>The importance of safety labelling<br>▪ BSI kite mark<br>▪ Lion mark<br>▪ Age advice symbol<br>▪ CE symbol and UKCA<br>▪ Children's nightwear labelling<br><br>Skills: know the meaning of the term 'hazard' Identify the common hazards that can be found in each area and recognise and/or recommend methods for preventing hazards in each area including appropriate safety equipment.<br><br>Define the meaning of each label and why it is used on specific products and examples of products these labels are found on Safety labelling to include any updated |

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| ☐ The meaning of the term antenatal<br>☐ The timing of first antenatal clinic appointmen<br>☐ The roles of different health professionals:<br>▪ GP (General Practitioner)<br>▪ Midwife<br>▪ Obstetrician<br>☐ The reasons for routine tests/checks and what conditions they can identify:<br>▪ Baby's heartbeat<br>▪ Blood pressure<br>▪ Blood tests<br>▪ Examination of the uterus<br>▪ Urine test<br>▪ Weight check<br><br>Skills: Understand how each health professional supports the pregnant mother and unborn baby<br><br>**2.2 Screening and diagnostic tests** | Types of Essential Equipment<br>▪ Travelling<br>▪ Sleeping<br>▪ Feeding<br>▪ Changing<br>▪ Indoor and outdoor playing<br><br>Factors affecting suitability and choice:<br>▪ Age and weight appropriateness<br>▪ Safety<br>▪ Design<br>▪ Durability<br>▪ Cost<br><br>Skills: Students consider age, safety, cost, design and durability of essential equipment for birth to five years.<br>**Teaching content of exam alongside coursework 2**<br><br>**EXAM: Topic Area 3: Postnatal checks, postnatal care and the conditions for development**<br>**Topic Area 4: Childhood illnesses and a child safe environment** | labelling due to regulation/legislation changes<br><br>**Content: COURSEWORK 2**<br>Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years<br><br>**Topic Area 3: Nutritional needs of children from birth to five years**<br><br>**3.1 Current Government dietary recommendations for healthy eating for children from birth to five years**<br><br>Eatwell guide<br>5 a day<br>British Nutritional Foundation recommendations<br>Updated recommendations as published in the future<br><br>Skills: Students understand what the recommendations are and can apply recommendations to ensure a healthy diet and the reasons for the government dietary recommendations. Examples of reasons may include: to prevent obesity, tooth decay. Examples of recommendations may include: A balanced diet, |

**2.2.1 The reasons for screening tests and what conditions they can identify**

- Ultrasound scans
  - Dating
  - Anomaly
- Nuchal fold translucency scan
- Triple test
- Non-Invasive Prenatal Testing (NIPT)

**2.2.2 The reasons for diagnostic tests and what conditions they can identify**

- Amniocentesis
- Chorionic villus sampling (CVS)

Skills:
know at what point of the pregnancy each test is carried out and evaluate the difference between screening and diagnostic tests.

**2.3 The purpose and importance of antenatal (parenting) classes**

- Prepares both parents for labour and parenth
- Promotes healthy lifestyle and diet
  - Food to avoid during pregnancy
- Provide advice on feeding and caring for the b
  - Why breast feeding is encouraged for at le the first two weeks

**3.1.1 The postnatal checks that are carried out on the baby immediately after birth and the reasons why:**

Apgar score
Skin
- Vernix
- Lanugo

Weight
Length
Head circumference

Skills:
Understand the purpose of vernix and lanugo

**3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why:**

portion control, limiting processed foods/fast foods/snacks, encourage healthy foods/snacks, fruit and vegetables, consider limiting sugar/fat/ salt content/fizzy drinks/fruit juice.

**3.2 Essential nutrients and their functions for children from birth to five years**

- Proteins
  - Growth and repair
- Carbohydrates
  - Producing energy
- Fats
  - Warmth and protection
- Vitamins A, B, C, D, E and K
  - Prevention of diseases
- Minerals: calcium, iron, zinc
  - Strong bones, teeth, red blood cells, woun healing, immune system
- Fibre
  - Digestive system
- Water
  - Hydration

Food Sources to meet nutritional needs for:

- Birth to 6 months
- The three stages of weaning between 6 – 12 months
- 1 to 5 years

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| **2.4 The choices available for delivery**<br>□ Hospital birth<br>□ Home birth<br><br>Skills : Explore the advantages and disadvantages of a home and hospital birth<br><br>**2.5 The role of the birth partner in supporting the mother through pregnancy and birth**<br>□ Physical support<br>□ Emotional support<br><br>Skills: Consider the benefits of having a birthing partner | Physical examination:<br>▪ Feet<br>▪ Fingers<br>▪ Hips<br>▪ Eyes<br>▪ Heart<br>▪ Testicles in boys<br>▪ Fontanelle<br>Heel prick test (blood spot test)<br><br>**3.2 Postnatal care of the mother and baby**<br>The role of the Health Visitor in supporting the r family including:<br>▪ Safe sleeping - Sudden Infant Death Syndror (SIDS) and how to reduce the risk<br>How partner, family and friends can provide physical and emotional support<br>The purpose of the mother's '6 week postnatal check' with the GP<br><br>Skills: Know the information, advice and support the health visitor will provide and what the mother's 6-week postnatal check includes.<br><br>**3.3 The developmental needs of children from birth to five years** | Skills: Consider and provide reasons why these nutrients are important to meet the nutritional needs of babies and children for healthy growth and<br>development.<br><br>**3.3 Plan for preparing a feed/meal**<br><br>Equipment<br>Ingredients and quantities<br>Safety<br>Hygiene<br>Personal<br>Environment<br>Skills: Consider the following: Equipment: steriliser, bottles, scales, knives, peeler • Safety: knife blocks, different coloured chopping boards, mopping up spillages • Hygiene: sterilising equipment and keeping the food<br>preparation area clean • Personal: tie hair back, wear apron, wash hands • Environment: wipe down surfaces, wash equipment in hot water, sterilise bottles.<br><br>**3.4 How to evaluate planning and preparation of a feed/meal.** |

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| | Warmth<br>Feeding<br>Love and emotional security<br>Rest/sleep<br>Fresh air<br>Exercise<br>Cleanliness/hygiene<br>Stimulation<br>Routine<br>▪ Bath time<br>▪ Feeding<br>Shelter/home<br>Socialisation/play<br>Opportunities for listening and talking<br>Acceptable patterns of behaviour<br>Skills: To consider the significance of each developmental need and how these needs can be met. | Strengths/weaknesses<br>Improvements/changes |
| **EXAM: Assessment objectives**<br>The structure and function of the reproductive systems<br>The structure and function of the female reproductive system<br>The structure and function of the male reproductive system<br>How reproduction takes place<br>The signs and symptoms of pregnancy<br><br>2.1 The purpose and importance of antenatal clinics<br>2.2.1 The reasons for screening tests and what conditions they can identify | **COURSEWORK 2**<br>**Assessment objectives**<br><br>1.1 Plan to create a safe environment in a childcare setting<br><br>2.1 Essential equipment and factors for choice | **Content: COURSEWORK 2**<br>Unit R058: Create a safe environment and understand the nutritional needs of children from<br>birth to five years<br><br>3.1 Current Government dietary recommendations<br>for healthy eating for children from birth to five years<br>3.2 Essential nutrients and their functions for children from birth to five years<br>3.3 Plan for preparing a feed/meal |

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| 2.2 Screening and diagnostic tests<br>2.2.2 The reasons for diagnostic tests and what conditions they can identify<br>2.3 The purpose and importance of antenatal (parenting) classes<br>2.4 The choices available for delivery<br>2.5 The role of the birth partner in supporting the mother through pregnancy and birth<br>2.6 The methods of pain relief when in labour<br>2.7 The signs that labour has started<br>2.8 The three stages of labour and their physiological changes<br>2.9 The methods of assisted birth<br><br>**MOCK PAPER: Topic Area 1: Pre-conception health and reproduction**<br>**Topic Area 2: Antenatal care and preparation for birth** | **MOCK PAPER: Topic Area 1: Pre-conception health and reproduction**<br>**Topic Area 2: Antenatal care and preparation for birth**<br>Topic area up to 3.3 | 3.4 How to evaluate planning and preparation of a feed/meal<br><br>**This leaves June 2023 until terminal exam in 2024 for revision and practice for exam only** |